DOCUMENT RESUME

ED 033 053 SP 002 741

By-Leonard, Leo D.
Student Internship: Some Added Dimensions.
Weber County Schools, Ogden, Utah. Center for Team Teaching.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Apr 69
Note-2p.
Journal Cit-Team Teaching: v3 n3 p1,4 Apr 1969
EDRS Price MF-$0.25 HC-$0.20
Descriptors-College School Cooperation, *Internship Programs, *Teacher Education, Teacher Evaluation, Teacher Role

To train teachers to translate learning insights into creative curriculums, a more intensive school-college relationship and more meaningful teacher evaluation processes are needed. In a pre-intern phase, the university should provide the teacher candidate with experience in devising curricular models to fit his own needs, help him develop and create a teaching style relevant to both teacher and learner, and give him supervised classroom experience which allows him to see individual pupil differences through which he can devise wide curricular models. The internship phase in the cooperating school should place more responsibility on the cooperating teacher who helps the teacher intern create a curriculum which accounts for the potentialities of the class and who evaluates the intern. Also, a resident university director should be added who supervises interns and conducts inservice training programs for cooperating teachers in how to use recent research findings and teacher evaluation techniques (such as Flanders' system of interaction analysis). (SP)

ED033053

TEAM teaching

WEBER SCHOOL DISTRICT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

VOLUME III, NUMBER 3 OGDEN, UTAH APRIL 1969

Student Internship: Some Added Dimensions

By Leo D. Leonard

A more thorough program is needed to create a student teaching program that will meet the requirements imposed by recent developments in the academic disciplines and research from the psychology of learning. The pivotal point of the new approach is a more sophisticated involvement between cooperating teacher, student intern, and university supervisor. The comprehensive plan requires an active commitment from school districts and universities in order to train teachers who will be capable creators of curriculum.

These commitments only exist to the most superficial degree. A casual relationship that endangers no one's vested interests is the most charitable critique that can be affixed to most student teacher programs.

Most programs attempt only the most shallow evaluation. These programs measure student skills subjectively against some idealized preconception of what a teacher should achieve. A more meaningful avenue of evaluation would be to consider how the student teacher understands himself and the children, knows the curriculum, and how he can translate his knowledge into specific objectives with a uniquely relevant curriculum. The evaluation would then be functional in that it concisely tells us about the teacher as a creator instead of a traditionally groomed, extemporaneous lecturer.

Added to this realm of evaluation is the structure of learning. The role of the student intern is to see how learning takes place, what affects perception, and how emotional and environmental problems hinder any grossly-conceived group goals. The appreciation of one's self, coupled with its many emotional blocks, is a paramont prerequisite for curriculum design. Translating these insights into something meaningful in the classroom is the keystone of teacher preparation. This suggests *creation* which is the basis of the learning experience and the only vital concern to be evaluated during the internship.

To mold these esoteric concerns into practical reality, the university can begin the process by providing direct experiences where prospective teachers can discover their individual needs and strength. The university can best serve its vested interest by helping a student create curriculum models which are uniquely suited to him. Allowing student interns to build and teach their own models fosters internalization of this knowledge and hopefully creates a confidence that will allow the models to be used in the classroom. Teaching "how to teach" has to be eliminated—so does the purveying of the latest curative method, complete with gaming theory. The entire university training period can best be used in helping the student create appropriate teaching styles and objectives that will be both relevant to the teacher and the student.

Student groups constituted by the university that are living examples of all the difficulties of social interplay are a more meaningful vehicle for helping the prospective teachers realize the subtle differences in people and their varied perceptions of reality. Teaching models that grow out of needs, rather than gimics superimposed in the sterile climate of the lecture hall, insure the internalization, use, and understanding of how to "reach" people that is absent in other learning situations.

If the process of teaching education is viewed as an on-going phenomena, then brief experiences in a classroom under the observation of experienced teachers and university personnel complete the phase of pre-interning. The university learning groups become more clinical during the interning; they act as the feedback for assessing objectives and methods, successes and failures. The university should help the interns see the differences in students by sharing experiences about them. The student teacher can then translat his understanding of these trais and a knowledge of his subject field into some broad curriculum models.

During the internship, the prospective teacher should be helped to skillfully create a curriculum that adds the potentialities of the class to its structure. It is from this point that the cooperating teacher emerges as a participant. The primary obligation of the cooperating teacher is to help the student intern to analyze the class and develop a variety of objectives that benefit both teacher and learner. Sociograms, standardized tests, and pre-tests on content are possibilities for meeting this demand.

(Continued on page four)

*Graduate Assistant, Department of Education, Utah State University

SP003741

(Continued from page one)

It is fallacious to assume that frequent visits by the university supervisor give insight into teacher behavior any more than descriptive check lists. By using tools on a prescribed routine such as the Flanders' *Interaction analysis* (despite its one-dimensional base), the cooperating teacher can help change take place rather than delineate weakness. Using some form of content analysis helps to measure creativity and determine how close this comes to meeting the objectives of the course.

A more professional approach in undergraduate education is needed to provide for these different kinds of objectives in the classroom and at the university, to allow for a more extended experience in the classroom, and achieve a more standardized scheme for evaluation. The university needs to completely alter its presnt order of undergraduate classes and, at the same time, build into its program more opportunities for prospective teachers to get into the classroom and discover what teaching is all about.

The role and the responsibility of the cooperating teacher undergoes some significant changes under the new scheme. It is the cooperating teacher who is in constant contact with the intern and his involvement in the classroom. At this point, he becomes the keystone to the growth and understanding of the intern.

That responsibility has always been voiced, but the absurdity was that cooperating teachers have too often been chosen who were committed to philosophies that opposed difference, disagreement, mistakes, and creativity. They have had little image of themselves as professionals and advocated only the re-telling of the cultural myths.

A new day has dawned. Psychological research dictates some new approaches and forces the skills required of a cooperating teacher into a new dimension. The universities and school districts must provide frequent training workshops where experienced teachers are trained in the most recent research findings relevant to their tasks. Districts can make available their resources and new programs which can be used in conjunction with the universities in training and placing interns.

To insure an adequate teacher-training program, a resident university director should be in attendance at localities far removed from the parent institution. He should have the responsibility to supervise and place interns besides conducting in-service programs and evaluations with experienced teachers.

The new responsibility under this cooperative plan has ominous significance for school districts. Selection of cooperating teachers in a district is tantamount to well-planned, progressive advances in education. Selection has to be based on a criterion that insures a professional attitude broadened in its outlook by new requirements. Any district selection should be allied with recommendations from several sources within the district structures to provide the most competent choices.

In place of any anticipation of prestige or financial remuneration, the cooperative, actualizing approach to student interning is really a call for sophistication and a commitment to everyone concerned. The training of teachers is as clinical as the schooling of the dentist or the social worker, since pliability of the mind is the object of concern.

To develop mediocrity in students, sustain jealousies between university and school districts, allow for incompetence among supervisors and cooperating teachers, and fail to develop carefully-planned learning experiences is admitting a lack of concern for children and the teaching profession.

Center for Team Teaching
Weber County Schools
1122 Washington Blvd.
Ogden, Utah 84404

TEAM TEACHING

Published monthly under a grant from the U. S. office of Education, Department of Health, Education and Welfare by The Exemplary Center for Team Teaching of Weber County Schools, 1122 Washington Blvd., Ogden, Utah.

Superintendent—WILLIAM R. BOREN

Editor—CLIFF LEFEVRE

Consultant Editor—LARRY CHARLTON

Some teachers are like the old farmer:
Out *standing* in their field.